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New York, June 26, 1880.

Those who get sample copies will please read "A Few Words."

THE State Teachers' Association meets at Canandaigua July 20.

Removal.

The office of the N. Y. SCHOOL JOURNAL, THE TEACHERS INSTITUTE and the SCHOLAR'S COMPANION, has been removed to No. 28 E. 14th street. All communications should be addressed to us there. And there we shall be happy to welcome our friends and the friends of education.

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THE PROBLEM.—Prof. Huffaker is the only one who has tried the experiment suggested by Prof. Benson. We have examined his diagram and do not see how to reconcile it with one drawn by Prof. Benson. His letter is as follows: I have made the experiment you spoke of. I have been very exact in my measurements, and as a result, I find the difference between A B and A C to be about $\frac{1}{11}$ of an inch as it should be. If you doubt the correctness of my measurements try them and satisfy yourself.—E. C. HUFFAKER.

We return our thanks for the kind invitations that are poured upon us by our friends to attend the closing exercises of the year. We assure all of our hearty sympathy in their arduous work; and if it lay in our power we would be present on these most interesting occasions. But as our labor knows no vacation, we trust we shall be considered present in the spirit by every one. If one is seen deeply interested in the songs, the speeches, the recitations, the dialogues; admiring the decorated room; or shaking you cordially by the hand and congratulating you on your happy issue out of the trying occasion, consider that one to be ourselves.

Do This.

Do this if you leave many other things undone. Settle up your subscription bills. Look at the wrapper. You see by that when it expires, and let us have the money in advance. If it says JUNE, '80, then you know \$2.00 will pay to June, '81. We mean to speak plainly to those who need it. Some persons will let a paper-bill go unpaid who will pay for everything else. We ask each one to consider himself as the publisher of a paper, and to do as he fancies he would like to have his subscribers do. It is a difficult task to publish an educational paper; each one should take this into the account. While there are persons who won't help support an educational, the number who will is steadily increasing.

Conditions of Progress.

There are plenty who deny there is any progress in education. These are generally very old men or very young men. We say men, because women teachers, with but few exceptions, take no position at all on the subject. There are old fogies and young fogies. To them, alike, the past is the best.

Our form of education is yet too much a matter of fashion. The clothes we wear seem to be devised for the comfort of the wearer. But why do not the Turks, the Chinese, wear our style? A little consideration will show that high hats, cutaway coats, etc., are only a style of dress. Has it ever dawned on the mind of the teachers that the present style of teaching is, after all, but a style? Does a single reader every soberly ask himself, "Why do I use this method of teaching reading?" If he does there is some hope of him, for self-inquiry is the first condition of progress.

Our tendency is to accept the present as it comes to us loaded down with superstitions and inaccuracies. We of this generation take up the burden just where another laid it down. We breathe the atmosphere of those who could only see dimly and darkly. We sometimes refuse to believe anything but what our parents and teachers believed. In such a frame of mind no progress is possible. To look for solid reasons is the second condition of progress.

There are many who long ago laid aside their hope and enthusiasm. They walk like the horse in the treadmill; life is simply a "grind" to them. To eat and to sleep make up the substance of existence. They have no horizon; they are like those who descend into wells. One day is just like another. They feel these things at times, but never break the chain; they cannot go forward, for hope is the third condition of progress.

The teacher who becomes a copyist, from that moment ceases to be a teacher. If he lacks the elements that promote progress, he cannot teach. If he enters the school-

room to-day, the same being he was yesterday, he will if a man of conscience, cry out at its close, in the words of the Roman emperor, "I have lost a day!" And if he feels it, his pupils will feel it much more.

Teaching means progress. Education is the result of motion. Stagnation is death. The circulation of the blood keeps us alive. A dead teacher is surrounded by dead scholars—and they are not alive, even though they stand in classes or hold books in their hands.

The Quincy System.

It is quite amusing to hear the comments made on the "Quincy System." There are grave superintendents who merely shrug their shoulders; there are those again who say "Why we have done all that here; it is not new;" there are those who say "It is probably a good thing, but it could not be employed in my school;" and finally there are those who see that it is the name for the method employed by the natural teacher, and desire to learn all that is possible about it.

Turner, the celebrated artist, made a great stir by his mode of painting. All cried that it was not in accordance with the rules of the art; but the people were pleased with the pictures; they declared them true to nature. Some fellow-artist asked him what he mixed his paints with, thinking it was some little knack of that kind that gave the pictures such celebrity. The answer was "With brains, sir."

Those who are eager to know the secret of the "Quincy system" will find it in *brains*. There is no little patent trick to be learned.

With all the above classes, except the humble learners, we have not a particle of sympathy. Those who "know it all," and think there is nothing more to be learned, will find they have made a great mistake. The experiment at Quincy has shown that the natural method may be applied to the schools of a city and be made successful. It has been tried on single schools over and over; but it has been supposed that there must be a certain conventionalized style employed in our city schools—something that had a general resemblance to teaching, only it did not produce the effects of teaching; now it is demonstrated that the natural method can be employed even in large public schools.

The "Quincy System" will be debated a good deal during this season. Several conventions have proposed it as a subject; it will be explained at the Institutes. But how Supt. Parker would be amazed could he hear his "system" explained! For it is about as easy to explain it as to explain elocution by means of the printed page. And then, so few have even a glimmering of what has been undertaken and done in Quincy! However the lectures, the discussions will arrest attention, and the movement will go on. No earthly power can stop the demand for a better form of education than we have at present. Supt. Parker disclaims the term "system"—but it is in vain; he is charged with having a "system," and for a long time his "system" will be explained. Thus it was with the "object system." Some of the most ridiculous things were taught by those who "knew the object system" a young lady went from institute to institute, unfolding its mysteries, about twenty years ago. This was the way she explained it. Having got three or four little children before the wondering institute, she produced an apple.

"What is this?"

"An apple."

"Yes, it is an apple. What is it for?"

(After a pause.) "To eat."

"Yes; it is to eat. What is there on the outside?"

(After a long pause.) "The skin."

"Yes, the skin. What is there on the inside?"

"The seeds."

"Yes. As you have answered so well, I will divide the apple among you if you will tell me how many parts it need be divided into."

"Four."

"Correct." Cutting it into quarters. "Here is a piece for each."

Doubtless some one will explain the "Quincy System" about as lucidly.

THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

Days in My School.

By AN EARNEST TEACHER.

The smoke of the great Republican battle at Chicago is lifted and we find a teacher has been nominated for the Presidency. I am glad to see that you have given the history of this great man. I detailed some incidents of his life to my pupils and found you had the whole matter arranged for me. I take pains to tell the pupils all I can of the outside world, and especially of our country. I began with our own town. I asked the pupils to find the names of those who were manufacturers, Merchants, Lawyers, Ministers, Doctors, etc.—three of each. Then we took up the county and then the State and then the United States. Then we took up articles we exported from our town—they were chairs, eggs, wheat, corn, etc., and we ascertained the amount of each. It became quite interesting.

This led to history of the town and a great deal of information was elicited which was afterwards published in the local paper, covering a whole page. Next the expenditures of the town come up, the names and duties of the officers, the amount of taxes. This was debated a few moments every day and it elicited the deepest interest. Then came up the geology and mineralogy of the town the kind of soil, etc. I can only say I was very much instructed myself and wondered I had never taken hold of this matter before. The result was a vast amount of knowledge of local matters. If my fellow readers have never trodden in this field I would urge them to do it for it is very profitable.

The Primary Class.

The basis of all primary teaching is the principle that the concrete idea should precede the abstract. A concrete idea is an idea associated with some object presented to the senses; by thus appealing to the perception, we bring into exercise all the other powers of the mind. In the Word-Method of teaching reading, an object must be presented to the class and the children allowed and encouraged to talk freely about it. They should first be drilled to have thoughts about an object that may be presented to them, and second, to express those thoughts. If the picture is a cat, ask how many ever saw a cat? Can it run, etc.? May it be a dead cat. Some doubtless will say "yes," others will readily reply, "It is only the picture of a cat," the answer we want. The word "cat" is then printed on the board and they are taught that it is neither a real cat nor the picture of a cat, but the word cat. Have the children point individually to it, saying, "That is the word cat." Let the word be printed in several places, and ask the pupils if they see the word "cat" in any other place, and let the class be interested, and there will be no trouble in keeping the attention. For the word "run," let John go round the room and tell another boy to catch him, ask the class what the boys are doing, what they would do if they were on the way to school and were late. Print the word "run" on the board, and proceed as before.

Let the words learned each day remain on the board, and be put on the slates while in their seats; it is not expected that young children should study—that must be learned. When eight or ten words have been learned, we have the foundation for several sentences. Work slowly and have the First Reader read nearly through on the board before it is given, by doing this we find it no difficulty for them to keep their place. It is well to require the words written to be spelled around the class. After one child spells, let the class spell the same word. The teacher and scholar spell alternate words—one letter of each word around the class. Teacher says one letter, class says the next. Spell from slate or blackboard each word as many times as there are letters in the word. If a word is misspelled by a pupil, put it on the board and drill the whole class in every possible way (seeing that this pupil is paying close attention), and not let him know that all this work is for his benefit: after sufficient amount of drill is put into it, let him point to it on the board, ten, twenty or as many times as the teacher may see fit, until he is able to spell it.

The teacher can best secure the individual attention of the children by directing all eyes to one place on the blackboard, therefore the reading lesson should be put on the board by the teacher before the recitation. If there is no picture to illustrate the lesson, make one as best you can

that will answer to it, or even if there is a picture, make one; it will never be the exact copy of the one in the book. Have the lesson read in various ways from the board, after which books opened—and do not be too anxious about reading and spelling at first, but show the children how to handle their books. In reading—first what the lesson is about—what they see in the picture—get them interested in the picture, or in a story that bears some relation to the lesson they are to read; after they have told all they can about the picture and lesson, let them read around the class. Then commencing at the other end, let them read the same backward, thus preventing them from committing it. Teacher reading to one pause, class to the next. Certain one reading the lesson, class naming the pauses. Children in turn pronouncing a word; thus each one has a feeling of responsibility. The teacher repeats one word, class the next, or it is often well to have the same word repeated. If a child reads a paragraph faster than is necessary, let him read it backward, and see if he can do as well. Have opposite members of the class read a paragraph alternately, a word each. If some are inattentive, let the class read a paragraph or two in a whisper, thus attracting their attention to the lesson. Skip around the class, thus keeping their eyes close on the book, in order to keep their place, not knowing but they will be called on next. Divide the class in sections, and have them alternate. The object is to teach concentration of thought, and to avoid stammering and hesitancy. Each day review the lesson of the preceding day.

Pupils in the lower grades require less time but greater frequency in class exercises, than those more advanced; a great deal of repetition is necessary, and at first the work proceeds but slowly. "Slow and sure" should be the primary teacher's motto.—*Educational Weekly*.

ARITHMETIC.

Some of the most important principles of this method of instruction are given by Grube in the following:

1. (Language.) We cannot impress too much upon the teacher's mind that each lesson in arithmetic must be a lesson in language at the same time. This requirement is indispensable with our method. As the pupil in the primary grade should be generally held to answer in complete sentences, loud, distinctly, and with clear articulation, so, especially in arithmetic, the teacher has to insist on fluency, smoothness, and neatness of expression, and should lay special stress, upon the process of solution of each example. As long as the language for the number is not perfect, the idea of the number is defective as well. An example is not finished when the result has been found, but when it has been solved in a proper way. Language is the only test by which the teacher can ascertain whether the pupils have perfectly mastered any step or not.

2. (Questions.) Teachers should avoid asking too many questions. Such questions, moreover, as, by containing half the answer, prompt the scholar, should be omitted. The scholar must speak himself as much as possible.

3. (Class and Individual Recitation.) In order to animate the lesson, answers should be given alternately by the scholars individually, and by the class in concert. The typical numerical diagrams (which, in the following, will continually re-appear) are especially fit to be recited in concert.

4. (Illustrations.) Every process and each example should be illustrated by means of objects. Fingers, lines, or any other objects will answer the purpose, but objects of some kind must always be presented to the class.

5. (Comparing and Measuring.) The operation of each new stage consists in comparing or measuring each new number with the preceding ones. Since this measuring can take place either in relation to difference (arithmetical ratio), or in relation to quotient (geometrical ratio), it will be found to comprise the first four rules. A comparison of two numbers can only take place by means of one of the four processes. This comparison of the two numbers, illustrated by objects, should be followed by exercises in the rapid solving of problems and a view of the numerical relations of the numbers just treated, in more difficult combinations. The latter offer a good test as to whether the results of the examination of the arithmetical relations of the number treated have been converted into ideas by a process of mental assimilation. In connection with this, a sufficient number of examples in applied numbers are given to show that applied numbers hold the same relation to each other that pure numbers do.

6. (Writing of Figures.) On neatness in writing the figures, the requisite time must be spent. Since an in-

variable diagram for each number will re-appear in all stages of this course of instruction, the pupils will soon become able to prepare the work for each coming number by writing its diagram on their slates."

It will appear from this that Mr. Grube subjects each number to the following processes:

I. Exercises on the pure number, always using objects for illustration.

a. Measuring (comparing) the number with each of the preceding ones, commencing with 1, in regard to addition, multiplication, subtraction, and division, each number being compared by all these processes before the next number is taken up for comparison. For instance, 6 is first compared with 1 by means of addition, multiplication, subtraction and division, $(1+1+\dots=6; 6 \times 1=6; 6-1-1-\dots=1; 6 \div 1=6)$; then with 2, then with 3, and so forth.

b. Practice in solving the foregoing examples rapidly.

c. Finding and solving combinations of the foregoing examples.

II. Exercises on examples with applied numbers.

In the following, Mr. Grube gives the outline, the skeleton as it were, of his method, trusting that the teacher will supply the rest. The sign of division, as will be explained below, should be read at the beginning: "From . . . I can take away . . . times." By this way of reading, the connection between subtraction and division becomes evident.

THE NUMBER FOUR.

I. The pure number.

a. Measuring.

(1) By 1.

$$\begin{array}{r} | \\ 1 \\ | \\ 1 \\ | \\ 1 \\ | \\ 1 \end{array} \left\{ \begin{array}{l} 1+1+1+1=4 \\ 4 \times 1=4 \\ 4-1-1-1=1 \\ 4 \div 4=1 \end{array} \right.$$

(2). Measuring by 2.

$$\begin{array}{r} | \\ 1 \\ | \\ 1 \\ | \\ 2 \end{array} \left\{ \begin{array}{l} 2+2=4 \\ 2 \times 2=4 \\ 4-2=2 \\ 4 \div 2=2 \end{array} \right.$$

(3). Measuring by 3.

$$\begin{array}{r} | \\ 1 \\ | \\ 1 \\ | \\ 3 \end{array} \left\{ \begin{array}{l} 3+1=4, 1+3=4 \\ 1 \times 3+1=4 \\ 4-3=1, 4-1=3 \\ 4 \div 3=1 \text{ (1 remainder)} \end{array} \right.$$

(In 4, 3 is contained once and 1 over; or from 4 I can take away 3 once, and 1 remains.)

Name animals with 4 legs and with 2 legs.

Wagons and vehicles with 1 wheel, 2, and 4 wheels. Compare them.

4 is 1 more than 3, 2 more than 2, 3 more than 1.

3 is 1 less than 4, 1 more than 2, 2 more than 1.

2 is 2 less than 4, 1 less than 3, 1 more than 1.

1 is 3 less than 4, 2 less than 3, 1 less than 2.

4 is 4 times 1, twice 2.

1 is the fourth part of 4, 2 one-half of 4.

Of what equal and unequal numbers can we form the number 4?

b. Problems for rapid solution.

$2 \times 2-3+2 \times 1-1-2+2?$

$4-1-1+1+1-3$, how many less than 4? &c.

c. Combinations.

What number must I double to get 4?

Four is twice what number?

Of what number is 2 one-half?

Of what number is 1 the fourth part?

What number can be taken twice from 4?

What number is 3 more than 1?

How much have I to add to the half of 4 to get 4?

Half of 4 is how many times one less than 3? &c.

II. Applied numbers.

Caroline had 4 pinks in her flower-pot, which she neglected very much. For this reason, one day one of the flowers had withered, the second day another, and the following day one more. How many flowers did Caroline keep?

How many dollars are 2+2 dollars?

Three apples and one apple?

4 quarts=1 gallon.

Annie bought a gallon of milk, how many quarts did she have?

She paid 1 dime for the quart, how many dimes did she pay for the gallon?

$$4 \left\{ \begin{array}{l} \cdot \text{quart,} \\ \cdot \text{quart,} \\ \cdot \text{quart,} \\ \cdot \text{quart,} \end{array} \right. 4 \left\{ \begin{array}{l} | \\ | \\ | \\ | \end{array} \right. \begin{array}{l} \text{dime,} \\ \text{dime,} \\ \text{dime,} \\ \text{dime.} \end{array}$$

What part of 1 gallon is 1 quart?

If 1 quart costs 2 dimes, can you get a gallon for 4 dimes?

A cook used a gallon of milk in 4 days. How much did she use each day?

For the NEW YORK SCHOOL JOURNAL.

Teachers' Reading.

What do teachers read? Tell me and I can predict their success or failure in their school work. With all our Normal Schools, County Institutes, and other gatherings of those who profess to teach the young, how many have a good library and pursue a course of pure, good reading? Do 50 per cent of us read what we should? I doubt it; my observation does not confirm me that we do. We profess to teach reading! How can we teach this important branch unless we are great readers ourselves? We are glad to note that much is being done to awaken teachers to the importance of reading English literature in our schools. Have we only begun to find out that this is necessary to properly teach reading? It is too true! We blush to say it. Much is said about the vile trash that is published to degrade the minds of the young. Who is to blame? The trash would not be published if there was not a great demand for it? Who creates this demand? Indirectly the teacher, for he totally fails in his teaching to cultivate the young to love good, pure literature; the child reads what he can comprehend, and these writers and publishers understand thoroughly, and adopt a style that will be fascinating to the young. Cannot the teacher place before the child literature that will be adapted to the development of his mind? Certainly he can, but to do this he must be a reader himself of the good, the pure, the beautiful in literature. He must have a storehouse of gems of thought that have emanated from the good in the past at hand—ready for use when occasion demands—and now in the age of cheap science primers and literature primers there is no shadow of an excuse, except to get out of the profession, if too indolent to work faithfully in it.

Teachers! to be faithful workers in our calling, we must be earnest readers of

1. The current news of the day.
2. General literature.
3. Professional literature.
4. Of general knowledge.

We must read the news of the day, and we all should be readers of the daily papers, weekly papers, magazines, scientific papers, etc. In the work of teaching we will have opportunity to illustrate a dark point to a class by something we have gleaned from our papers, and by doing so we will increase our teaching power; and the pupils will by our example be led early to form the habit of reading the paper at home, which too frequently is left for pa and ma.

The pupil is taught more by example than by precept. (2) a knowledge of general literature is essential to teaching any grade and any thing. You can 'rain a horse or a dog better if you have read Chaucer, Spencer, Bacon, Newton, Shakespeare; I suppose you will shrug your shoulders at this and laugh derisively, but it is a fact nevertheless. Bear in mind that it is thought that educates every where or any where. It won't do to say "I studied literature when I attended high school or college. I got all there is in it." You must make this a master of daily study to really know any thing about the great and good men and women of the past and present who have sent forth their thought for us.

To be familiar with Shakespeare or Milton, you must go daily to them for inspiration. What you got at your high school or college was only a taste, and if you said what I quoted above, you did not get even that.

(3) Professional Literature. I will have some thing to say of this in my next. For the president adieu.

G. W. SNYDER.

SCHOOL DISCIPLINE.—When the will of the pupil rebelliously clashes with the authority of the teacher, the teacher must be the master of the situation. Better a thousand-fold for him to do it without physical force; but do it he must, even though he vigorously handles the offender. When human nature changes; when there is no more need of law; when the policeman becomes a superfluous; when parents cease to be troubled by the disobedience of their children, then he will hope to see the tens of thousands of our children trained in large schools without resort to the rod. So long as punishment remains a necessity in some form, however, let it be honestly administered by the rod, and not with sarcasm, or ridicule, or other methods infinitely more debasing in their final results than a wholesome and judicious application of the rattan.—*Boston Daily Traveller.*

Location of School Houses.

School houses should be commodious, well ventilated and comfortable, and just prior to their occupancy, annually, they should be inspected and subjected to such repairs as the comfort and health of the pupils require.

They should be *permanently* located as soon as practicable, so that the public may be reliably advised without delay as to the places where, as also the time when, schools for the education of their children will annually open.

Every school house should be furnished with desks, one blackboard, four feet by ten feet in dimensions, and, when convenient, a set of outline maps.

The location of school houses should be determined upon considerations of centrality of population, accessibility, and the amount of private contributions offered in aid of their erection, &c.

School houses may be repaired, and, in *exceptional* cases, built out of school funds, but the primary object to which school funds should be devoted is the maintenance of schools.

School houses and school property, including their enclosures, furniture and general equipment, are in the custody of the teacher during his term of service, and must be delivered up at the close of the term in as good condition as when received—wear and unavoidable injury excepted.

When it is proposed to *permanently* locate a school, title to the property should be taken in the name of the district in which located, and patrons and friends should be appealed to for aid in the purchase of grounds and erection of buildings. Without such material aid it is doubtful whether the directors may lawfully divert the school funds to such objects, or may, in any case, *permanently* locate a school without binding and justifying valuable consideration received.—*Supt. C. H. Stein.*

Golden Thoughts.

(One to be written on the blackboard each morning.)
If you would be strong, conquer yourself.

No man preaches his sermon well to others if he does not at first preach it to his own heart.—*OWEN.*

A cloudless sky never produces a good harvest.

As ability and an opportunity to do good ought to be considered as a *call* to do it.—*CECIL.*

In most quarrels there is a fault on both sides. A quarrel may be compared to a spark, which cannot be produced without a flint as well as steel.—*COLTON.*

These two things, contradictory as they may seem, must go together—manly dependence and manly independence, manly reliance and manly self-reliance.—*WORDSWORTH.*

In the long run it is work alone that sets human lives to music, and reduces to harmony the strife of existence.

As in a man's life, so in his studies. I think it is the most beautiful and humane thing in the world, so to mingle gravity with pleasure, that the one may not sink into melancholy, nor the other rise up into wantonness.—*PLINY.*

SPEAK kindly in the morning, it will lighten all the care of the day, turn sorrow into gladness, make household, professional and all other affairs move along more smoothly, giving peace to the one who thus speaks, and grateful joy to him who hears. Speak kindly at the evening hour, for it may be that before the dawn of another day, some tenderly loved one may finish his or hers span of life for this world, and then it will be too late to retract an unkind word, or even to seek forgiveness for an injury inflicted upon the heart of a loved friend departed.—*GEO. P. SMITH.*

"If happiness on wealth were built,
Rich rogues might comfort find in guilt,
As grows the miser's hoarded store,
His fears, his wants, increase the more."
"Nothing, useless is, or low;
Each thing in its place is best;
And what seems but idle show,
Strengthens and supports the rest."
"Life is a volume,
From youth to old age,
Each year forms a chapter,
Each day is a page."

THE wise and active conquer all difficulties, by daring to attempt them sloth and folly shrank from toil and hazard, and make the unhandsome they fear.

EDUCATIONAL NOTES.

NEW YORK CITY.

MATILDA THURSTON GRAY.—Entered into rest at Port Richmond, S. I., on the 10th inst. After a brief illness and in the 51st year of her age—the consistent Christian, the affectionate daughter, the true teacher, the faithful friend.

Mrs. Gray was born in New York, and at the early age of 14, while a pupil in the Normal School her studiousness, cheerfulness and aptness to teach attracted the attention of the school authorities and she was placed in charge of a class. She was eminently successful from the start and rose rapidly in her profession until she attained the rank of principal. She held this position four years, and then married. All seemed prosperous, permanent and bright, when suddenly, death invaded her little home; two daughters were taken first, then the husband and then her son, a promising youth of 19. She returned to the school-room to find a solace for an aching heart, obtaining an appointment in P. D. G. S. 58. If she was a good teacher before she was better one now. Maternity, as it always does, had softened and sanctified her vocation. She knew that some children were intensely nervous, others peevish and wayward, but that all were fond of fun and frolic and there was scarcely a day or an hour that her fine sense of humor did not send a ripple of laughter over the room like a delicious breeze over a June meadow. "In all the years that she was with us there was not a word of discord nor the least friction between her and me or any of the teachers," was the beautiful tribute of her sorrowing principal. What an expressive testimony to her patience, tact, and unselfishness. Going in and out before them—leading her class—cheering, comforting, improving—modestly, silently, winning all to Christ "by the continual light of a pure and good example." Such was her record. About four weeks ago being ill and needing rest at the urgent entreaty of her Principal she obtained leave of absence, and went to the house of a friend on Staten Island to recuperate. Instead of improvement her disease developed alarming symptoms. She had the best of medical advice but of no avail. She died as she had lived a Christian. It was a peaceful, happy, triumphant death. As her beloved Pastor the Rev. Dr. Elder in a most touching and eloquent sermon portrayed her virtues and her sorrows there was scarcely a dry eye in the church but when he pointed to the blissful, everlasting rapturous re-union beyond the grave, not even her dearest friend could have wished her back. Thus she has departed.

Going through the eternal gates,
While June's sweet roses blow;
Death's lovely Angel led her there,
And it was sweet to go.

Harper's Weekly states that Dr. S. F. Smith the author of "My Country, 'tis of Thee," has been engaged to deliver the poem at the coming anniversary of the alumni of Brown University. Dr. Smith was a member of that famous class of '29 of Harvard, which Dr. Holmes, who was also a member, has sung so often. "In one of these metrical tributes to his class the Autocrat speaks of his class-mate as follows."

"Here comes a young fellow of excellent pith:
Fame tried to conceal him by naming him Smith;
But he shouted a song for the brave and the free;
Just read on his medal, 'My Country, 'tis of Thee."

ELSEWHERE.

ILLINOIS.—A Normal Musical Institute will be held at Warsaw, commencing July 19 and lasting six weeks. Prof. S. W. Straub, author of "Morning Light," etc., will be its director. He will be assisted by other good teachers. All the important points in the performance of different styles of church music will be presented and illustrated by S. B. Morse. In the theory and teacher's class, the fundamental doctrines of music will be developed. The subject of Vocal Culture will be thoroughly treated. The sessions of the Institute will be daily, except Saturdays and Sundays. A full course of over 200 class lessons is given for \$15.

EDUCATION AND BUTCHERY.—A paper has been prepared by Leon Donnat, of Brussels, a member of several learned academies, which shows the comparative cost of education in different countries. The annual cost of primary education for each inhabitant of the United States, according to M. Donnat, is \$2.18, and the annual expense for war purposes for each inhabitant is \$1.50. Prussia education, 55 cents; war, \$2.48. Saxony, 75 cents; war, \$2.48. Bavaria, 57 cents; war, \$2.48. Wurtemburg, 40

cents; war, \$2.48. Austria, 37 cents; war, \$1.50. Belgium, 52 cents; war, \$1.52. Belgium, 52 cents; war, \$1.52. Denmark, \$1.05; war, \$1.96. France, 31 cents; war, \$4.86. Italy, 15 cents; war, \$1.70. Netherlands, 72 cents; war, \$4.01. England and Wales, 71 cents; war, \$4.18. Russia, 3 cents; war, \$2.32. Sweden, 37 cents; war, \$1.36. Switzerland, 95 cents; war, \$1.02. This table shows that when \$10.05 is spent for education, \$42.09 is consumed for war purposes, which fact indicates what kind of a world this is, and how nearly Christendom approaches in its character to the requirements of Him of whom in the day of his power it is written, "He maketh wars to cease unto the end of the earth; he breaketh the bow, and cutteth the spear in sunder; he burneth the chariot in the fire." Psa. xlvi.

CAYUGA Co.—The Teachers' Association met at Aurora, Friday evening, May 21st. The speaker, Prof. French of Wells' College, gave a lecture on his travels in Switzerland. On Saturday morning, Prof. Charles Ray delivered the "Address of Welcome," making every body feel "at home." Mr. A. H. Searing read a paper on "Geography," which was discussed by Mr. Geo. Peckham, Miss Mary Gifford, Prof. Steward, Mr. S. W. Haines, Miss Howland, and Mr. Albert Bowen.

Miss Jennie Martin read an essay on chemistry; Mr. G. Peckham read a paper on arithmetic, drawing out in the discussion Mr. Searing, Mr. Sanders, Miss Howland, Mr. S. W. Haines, Mr. Bowen, and Profs. Steward and Ray. A class exercise on the same subject was next given by Miss Hoagland. With the aid of her class her work in the school room was brought before the Association in an admirable manner.

In the afternoon, having done ample justice to the dinner tables, the Association resumed its work. After Miss Lena Van Marter had given a piece of music, the query box was opened and the following questions given: Why are the tropics where the air? How best to ventilate a school-room? What lines divide the oceans? How much time should be given a class in writing at a time? Which is the better book to teach spelling from—The reader or the speller? Prof. Steward took the platform and read a lengthy paper on grammar, which brought forth remarks from Prof. Ray and Commissioner Sutphen.

Resolutions of thanks were passed, and the Association adjourned.

Education in England.

The return of Gladstone to power in England will undoubtedly greatly benefit the cause of popular education. Mr. Mundella delivered an address to his constituents recently, on the occasion of his re-election, in the course of which he gave the following information:

In 1870, the number of schools inspected by Her Majesty's Inspectors were 8,281. In 1879 they were 17,166. The scholars for whom education was provided in 1870 were 1,878,584. In 1879 there were places in our schools for 4,142,224. In 1870 the scholars on the school register, not in daily attendance, but on the registers, were 1,693,059. In 1879 there were 3,710,883. The scholars who were present on the day of inspection to be examined by Her Majesty's Inspectors in 1870 were 1,434,766. In 1879 there were 2,122,672, and the army of teachers—certificated teachers, assistant teachers, and pupil teachers—had increased from 28,038 in 1870 to 72,050 in 1878. Now, that is the outcome of the first nine years by the compulsory system of education. It is altogether impossible to estimate the beneficent results of that great Act of Mr. Foster. No man or woman can compute, or can imagine what its influence will ultimately be upon the destinies of this great nation.

The Christian teacher, the Sunday-school teacher, the minister, the clergyman, all have a new and superior material to deal with—something more pliable, more malleable to their hands. And we hope that what we are doing, although it costs national money, money from the Exchequer and money from rates, will be the best investment ever made by a free Christian people, one that will yield the greatest interest in the world that is, and in the world that is to come. But the work is far from complete. We have the schools; we have the teachers; but we have not yet all the children. Of the twenty-four millions of population in England and Wales, only seventeen millions are under by-laws which enforce the obligation of a parent to send his children to school. There are seven millions still exempt. It may be God's will that I shall complete the

work. In Scotland all goes well. That enlightened people will make any sacrifice in order that the children may be educated. There is no parish, there is no district, there is no island hamlet so remote that the children are not in attendance at school. Every Scotch parent is under obligation to send his child to school; and as far as the Education Department can discover, there are actually more Scotch children in attendance than are accounted for by the statistics of the population.

In Ireland, I regret to say, there is no obligation to send children to school. It is now our duty to attempt gradually to bring England and Ireland to as high a level as Scotland has already attained. Need I say to you that my warmest sympathies are with that large army of workers, that 70,000 odd teachers of whom I have spoken? I have ever shewn it in the past, and, as I have professed it—professed it in public, and worked for them in Parliament—so I hope in practice, to the very best of my ability, I shall do all I can to free them from any of those restrictions, and the useless routine, the system of red-tape which prevails, that the defects of our educational system may have entailed upon them. I wish to set every man free, as much as possible, from the mere machinery and red-tapeism of the system, and to leave his energies at liberty to devote his whole time, or as much of it as possible—his time and his heart and soul to the cause of education and the instruction of the children. The cost per head of every child in the Board schools of England and Wales is 18s. 9½d. How much does it cost you per child in Sheffield? 8s. 8d. Birmingham is 17s. 10½d. per head, Bradford is 18s. 2½d., Liverpool is 17s. 1½d., London is £1 11s. 0½d.—and you pay 8s. 8d. per head out of the rates for every child educated in the Sheffield schools. What do you pay for salaries per head in Sheffield? What is the whole cost of the salaries, which includes your School Board, teaching staff and all your expenditure for compulsory attendance officers? Now listen! In England and Wales the average of the salaries per head is £1 14s. 8½d. In Bradford it is £1 11s. 7½d.; in London it is £2 1s. 0½d.; in Sheffield it is £1 7s. 3d. But let me give you the best test of all. What is the grant earned per scholar in Sheffield and in other towns? because that is the test of the efficiency of the child. That is the test of what standard the children are passing through—what is the state of attendance, what capacity they have, and what sort of teaching power you have. Let me give it to you. The average earnings per scholar in England and Wales are 15s. 3½d. In Birmingham every child earns 14s. 8½d.; in Bradford, 14s. 8d.; in Hull, 16s. 3d.; in Leeds, 15s. 2½d.; in Liverpool, 16s. 3d.; in London, 15s. 11d.; in Manchester, 16s. 2d.; and the highest of all in Sheffield, 17s. 1d.

GIRLS IN CHINA.—Moung Edwin, a Burmese, who has been educated in this country with the view of sending him as a Baptist missionary to Burmah, lectured last week in Baltimore. Speaking of the deplorable condition of women in the East, owing mainly to peculiar religious teachings, he said: "Girls in China are believed to have no souls, and to kill them is not murder, and, therefore, not to be punished. Where parents are too poor to support the girl children, they are disposed of in the following way: At regular intervals an appointed officer goes through a village and collects from poor parents all the girl children they cannot care for, when they are about eight days old. He has two large baskets attached to the end of a bamboo pole and slung over his shoulder. Six infants are placed in each basket, and he carries them to some neighboring village and exposes them for sale. Mothers who desire to raise wives for their sons, buy such as they may select. The others are taken to the government asylums, of which there are many all through the country. If there is room there they are taken in, if not they are drowned.

A YOUNG STUDENT.—On the eve of his departure to study law at Paris, received from his uncle one of his textbooks at college. "If you are faithful," said the old gentleman, "I will make you a fine present." Visiting Paris some months later, he called upon his nephew, and asked him how he was pleased with his gift. "But I have received nothing," said his nephew. "Let me look at your work," was the response. The book was produced, and between the leaves of the first chapter a bank-note for 500 francs was discovered, which had not been found by the faithful disciple of Justinian. This was speedily restored to the pocket of the old gentleman.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I am a young man of twenty-one, I graduated at the well known Hartford High School, having little or no faith in our Normal. I began in a small country school numbering twenty-six, and as people said "Mr. S. taught a good school" I think I had fair success. I next took what was known as the hardest school in this town, (the boys having dismissed four teachers (?) in disgust the term before) and also had good success there, but there being a vacancy in the graded school here I obtained that position at once, and through all of this I had no other help than my own ideas, but I was shown by one of our teachers the "TEACHERS INSTITUTE," and, as I was taking no education journal I subscribed, and it was the best thing I have done since I began teaching, for it has helped me wonderfully. I have adopted many of your ideas in my room, and all have succeeded admirably, and many times I think that I would not be without the "INSTITUTE" if its cost was five dollars, for it *really* is worth it.

Let me give you one instance where your suggestions have been very successful, the subject, I think, was silk. I informed myself all about it—I never attempt to tell my pupils that which I do not thoroughly understand myself—and then gave up one half-hour to the subject on Friday afternoon. It was amazing how the flame of interest kindled in forty pairs of eyes and how strict attention was paid. After that questions were asked not altogether, or two or three, at a time but simply by raising the hand, and it seems as if they never would cease with their questions, as they willingly remained fifteen minutes over time and then asked "when will you tell us something again?" Now we have these "talks" once a week and all are ready and eager to listen. I think the reason why your JOURNAL is so successful is because what it says is given in concise and *practical* language and to the point. Although some of your articles are rather severe on the *teachers*, (like "An Average Teacher.") I think that it does us good and helps us to see our future more plainly.

B. F. S.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I ENCLOSE \$2.00. I like to get news from other parts of the educational field, and I like the tone you take and sustain on the subject of education. Too many teachers think too little of their work and profession. No wonder such teachers don't take the JOURNAL, for there is nothing there to encourage such a feeling, but everything against it. Go on in your good work, continue as you have done, to give good ideas, good advice, good tools to *good teachers*—they will appreciate it if the others do not. We may get rid of those who "hate school" by and by. Now and then one gets married and leaves school (for you know most of them are women) and I hope we are getting some real teachers into the ranks.

B.

UPON the desk of every principal in the city lies a huge volume marked "Unabridged Dictionary." Upon the desks of each teacher is a smaller one marked "Academy Dictionary." In the desks of many pupils are still smaller ones marked "Common School Dictionary." All this expense is incurred primarily to secure accurate pronunciation; definitions and etymologies being secondary considerations. Yet in many schools, many words are daily pronounced contrary to any speller, reader or dictionary in use. We do not now refer to what is called in the Ritual "slovenly pronunciation." This is the result of laziness, and of it there is a great deal too much, nor to the mispronunciation of words that results from ignorance, of which there is a great deal. Put this word, "alternately," upon the board, and, without indicating who is right and who wrong, let all the pupils pronounce it. The larger number will pronounce it incorrectly. The words to which we now refer are bath, lath, ask, after, etc.; long, dog, gone, etc. The principal or the teacher does not like the pronunciation given in the dictionary, and so inflicts upon the pupil a wrong pronunciation. The rule governing them seems to be this: "In the pronunciations of the dictionary I like, follow the dictionary; in the pronunciations of the dictionary I don't like follow Ego." This is petty, childish, silly. "Bill Smith, if you don't play as I want you to, you shan't slide on my cellar door." Yet Bill Smith will probably have an abundant entrance into heaven if cellar door happiness was refused him; and the dictionary will exist long after Ego has ceased to strut before the gaping mouths of awe-struck infants.—*Brooklyn Advance.*

EDUCATIONAL MISCELLANY.

Letter from a Boarding-School Miss to a Friend.

DEAR DOLLY: Just think now! It's not so at all; After all we have heard of our loss by the Fall. The New-lights of Science now make it quite clear, That that's not the cause of our sinning, my dear! Papa says, our preachers will now have to change The field of their vision; and take a new range: For the world has, at length, grown too wise to believe The old woman's story of Adam and Eve! He says, Mr. Darwin conclusively shows That man was not made in his present fair shape; He was not created, as people suppose— But grew by degrees from the monkey or ape!*

But who made the monkey, he could not explain: And so answered sharply, "Now, Kate, I must beg That you will not expose thus your folly again— Don't you know he came forth from the primitive egg!" But what that egg came from? or how it was hatched? Is more than this poor brain of mine can conceive; Or that the first ovum, like quilt-work, was patched With all shapes of life, is too much to believe!† There's father! I'm sure now that people must own That he's noble, and manly—quite free from low sins— And his father, and his—why, as you go down, Pray where, tell me where, this new process begins? It must begin somewhere! For don't you suppose, If monkeys were given to turn into men; We should, sometimes, fall in with the cases of those Who were true to this law of their kindred again? It would be too funny—part monkey, part man; The one fading gradually off to the other; Till what at the meaneest of monkeys began Grows into the laughing Miss Blank or her brother! Perhaps, too, it is so! Papa says it's clear— How else could it be that the very same men Should one day so noble and manly appear— And the next, jabber off into monkeys again? But isn't it awful? Just think of it, dear! For just as you're thinking you're something divine, And how lovely the lists of your kindred appear— To find an old ape at the head of the line!

But pa says, there's one thing that can't be explained; One question, to solve which no labors avail; You can't guess what it is? After all they have gained, They can give no account of man's losing his tail!‡ It's the fly in the amber that can't be removed; The dross in the silver that won't purge away; It's the test of their folly that can't be disproved; Let them argue against it as much as they may! And then, too, I think that too much is required, When we're not to believe that food strengthens the frame; But that hunger itself, at the first was acquired, To furnish the pleasure of filling the same!§ I prefer to believe, as I've always been taught, That language was God's gracious gift unto man; And cannot but smile at the comical thought That an ape, accidentally, hit out the plan.] If these are the new lights of science, my dear, We'd better hold on to the old fashioned creed; For the Bible, although not in all things quite clear, Still shows us that God and the Saviour we need! And it's something to know, though not wholly divine, There's a spirit within us that came from above; And learns, 'mid the changes of earth to recline Like a babe on the bosom of Infinite Love.

* "Man is descended from a hairy quadruped, furnished with a tail, and pointed ears, probably arboreal in its habits, and an inhabitant of the old world."—*Darwin's Descent of Man*, Appleton's Ed., Vol. II. 372. "In a series of forms gradually insensibly, from some apelike creature to man as he now exists," etc. Ibid., Vol. I. p. 226. "The early apelike progenitors of man." Ibid., Vol. I. 81, 82, etc. "Man alone has become a biped." Ibid., Vol. I. 135.

† It is evident that Miss Kate had not profited by her reading. For has not Hugh Miller put into the mouth of the Lamarckian philosopher this comprehensive declaration, "Where the ditch now opens, the generations of the man stop, lived, died and were developed. There, flourished and decayed his great great great great grandfather, the sea-pon; his great great great grandfather the mussel; his great great grandfather the herring, his great grandfather the frog; his grandfather the porpoise, and his father the monkey." *Footprints of the Creator*, p. 219.

‡ "No explanation, as far as I am aware, has been given of the loss of the tail by certain apes, and man!" Ibid., p. 144.

§ "In the same manner, as the sense of hunger and the pleasure of eating were, no doubt, first acquired in order to induce animals to eat." Ibid., p. 17.

|| "It does not appear altogether incredible, that some unusually wise, ape-like animal should have thought of imitating the growl of a beast of prey, so as to indicate the nature of the expected danger. And this may have been a first step in the formation of a language." Ibid., p. 55. —*The Covenant*.

A Protest.

"That which we complain of is that both the facts of human nature and the principles of education are frequently set at naught in schools. The object of education should be to train living intelligence into efficiency, to teach the children to think, and to use books and facts and principles as means of continual education, not during school years only, but throughout life. In practice it is too frequently assumed that children are only so much raw material to be wrought into shape, so many receptacles for information, and the work of the teacher is too often nothing more than an attempt to fill them with the customary information. If this assumption were true, that which we have called the schoolmaster method would be good enough for all purposes; as it is not true, as children are human beings, varying in moral and intellectual capacities and needs, and in disposition as well, that method is intolerably bad and mischievous.

"There are two radical errors which underlie and produce most of the difficulty. It is commonly assumed that the object of the attendance upon school is to acquire information; that the valuable fruits of education are the things learned in school. This is the first error, and the second is like unto it; it is assumed practical that what is a profitable amount of acquirement for one child is equally profitable for another.

"Acting upon these two assumptions, the efforts of too many schools are directed chiefly—sometimes almost exclusively—to the work of compelling children to acquire information from text-books. As many things are taught as may be, and a vast mass of unnecessary details is frequently set down for the child to learn. A cast-iron 'course' is marked out, and the children are set the same task, without regard to difference in their several capacities and in their several needs. Commonly the 'course' embraces too many subjects and too many details of information with respect to each. The teaching becomes hurried and mechanical and nearly profitless. The children are treated after the manner of meal-bags, which must be filled, the bag being regarded as a thing of no importance, except as a receptacle for the meal. The resulting process is what is commonly called cramming. Professor Huxley has aptly called it a lesson-bibbing, and he has pointed out some of the disastrous results which follow a process that exhausts the intellectual and physical powers in childhood to no good purpose."—*Evening Post*.

PUBLIC SCHOOL EXAMINATIONS.—The season for school examinations with view to promotions has arrived, and more children are anxious about the results than parents of bad boys and careless girls suppose. It is quite likely, however, that some studious children and hopeful parents may be disappointed: for the amount of knowledge gained is not of so much consequence to many of the examining teachers as is the manner in which it has been acquired. Low standing in a single branch, too, may compel some children to remain in low classes and use books with which they were familiar years ago. Hundreds of competent adult mathematicians, if at school to-day and compelled to recite in the usual manner their lessons in mental arithmetic, would do them so badly that they would be confined to classes of twelve-year-old children. Such rules of gradation are unjust to pupils and uncomplimentary to the sense of those who make them; but it seems to be accepted as a truth by most teachers in the public schools that proficiency in form is of more consequence than real intelligence. The only relief for pupils and parents who suffer by such nonsense is to find schools where the teachers know in what education really consists.—*N. Y. Herald*.

POWER OF A GROWING TREE.—Walton Hall, England, had at one time at its own corn mill; and when that inconvenient necessity no longer existed, the millstone was laid in an orchard, and forgotten. The diameter of this circular stone was five feet and a half, while its depth averaged seven inches, throughout. Its central hole had a diameter of eleven inches. By mere accident some bird or squirrel had dropped the fruit of the libert-tree through this hole upon the earth, and in 1812 the seedling was seen rising up through the unwanted channel. As its trunk gradually grew through this aperture and increased, its power to rise the ponderous mass of stone was speculated upon by many. Would the libert-tree die in the attempt? Would it burst the millstone? or would it lift it? In the end the little libert-tree lifted the millstone, and by 1868 wore it like a crinoline about its trunk.

Why Is It.

"It is a fact," said the Superintendent (not our Superintendent, he both knows and does better), "that very few of the women who teach long in our city schools retain the graces or the instincts of what we call, distinctively, a lady. They grow hard, mechanical, selfish. Their pupils are no longer individuals to be studied and stimulated and loved, but pegs to be put through certain movements in order to jump them out of the grade at the end of the year. Their effort is not to become better teachers, but to satisfy the Superintendent. They think no longer of their work, but of their position, how to hold it, fortify it, better it. They will take every advantage they can of the principal and of the Superintendent. And they must be treated arbitrarily and abruptly. Often they must be snubbed." * * * "It is not a question of what I think of women," continued the Superintendent sadly, "but a question of fact, as to the influence upon women of our present school system. It is usually our best, brightest, kindest girls who get positions as teachers, and for two or three years they may grow better, brighter, and kinder. But I say to you solemnly, after a long experience as principal and Superintendent, that I would, under no circumstances, marry a woman who has taught ten years in a city school! (The wretch! as if he could marry her under any circumstances!) Her life is sapped. She has exhausted her nervous energy. Her income of daily strength has failed her, and she has drawn heavily on her capital. She has lost her elasticity, her life is, like Mr. Mantalini's, 'one dem'd perpetual grind.' * * * No teacher can grow without a constant study of her profession, and acquaintance with new methods, new books, the best educational journals. Her course of instruction is laid down for her, and she would not dare to venture upon innovations if she devised them. She attends no associations, reads no books nor journals, and studies only the most comfortable attitude to lounge through the day's work in her treadmill."

Dear reader, don't we know two or more teachers to whom we should like to hear this Superintendent address these remarks?

* * * "Is there no remedy? Yes. The employment of only those teachers who have special qualifications, and the employment of enough of those at salaries high enough to make their work human and their lives comfortable and respected."—*School Bulletin*.

How Jerry was Conquered.

"Keep your old red head off my desk, will you?" said the boy behind Hannah, as she yawned and stretched her self back; and with the words, Tom gave it a rude push.

"Her head ain't any redder or older than yours, Tom Atwood," cried Jerry, Hannah's brother, jumping up and shaking his clenched fist in the offender's face.

"Boys, boys!" called little Miss Turner from the desk, "what is the trouble?"

"He called my sister's head red," cried Jerry, indignantly, "and I'll punch his eyes out—who did that?" said he fiercely, turning around as a huge spit-ball flew from the opposite corner of the room, striking him between the eyes; and he ran down the aisle and across the room, to wreak vengeance on the guilty one.

"Jerry, you may take your seat," said Miss Turner; but Jerry took no notice of the request.

"Do you hear me?" repeated the teacher; "if you do not obey I shall be obliged to punish you."

"I'd like ter see yer do it," retorted Jerry. "I kin like you and the hull school thrown in."

Miss Turner looked at Jerry a moment; then the color came rushing into her face and the tears into her eyes, and her lip began to quiver. Rising hastily she went into the dressing-room at her right, closing the door after her.

The teacher's departure was a signal for still greater uproar among the scholars, and the noise prevented them from hearing her sobs, which were plainly audible to me in my seat near the dressing-room door. Poor young thing! a feeling of sorrow swept over my childish heart when I realized that the teacher was really crying, and I had helped to torment her in the two weeks she had been with us. She seemed old to me then, but I remember now that she was only a girl of eighteen, just out of school herself. After a while she came back to her desk. Her eyes were full of tears, and there was a hectic spot on either cheek. It was four o'clock, and she rang the bell for dismissal.

As I look back I wonder how it was possible for us to be so cruel as we were in those days. Evil spirits must indeed have possessed us, for from the first day of Miss Turner's appearance we had done everything in our power to torment her. Oh, it was cruel, wicked; but the heedless boys and girls thought it only fun.

We never saw Miss Turner at her desk again. For weary days and nights she tossed and raved with brain-fever. How guilty I felt when I heard that the doctor said her sickness was caused by the trouble her school had given her. And when a few days later father said that she had been carried to an insane asylum, I stole out of the room with a feeling of horror at my heart, as if I had been stamped with the brand of Cain. Had she died, or remained insane, I could never have been happy again. But after a few months, to my great joy, she returned home in good health.

Meanwhile, affairs at school had come to a crisis. The day after Miss Turner's departure we saw a new teacher in the chair. She, too, was young, and apparently inexperienced, but there was an air about her which warned the more observing ones that she had a sterner will than poor, shrinking little Miss Turner.

"She's got no business here," said the valiant Jerry; "I'd like to see her make me mind!" and he strutted about with his red hair glowing in the sun like the comb of a vain-glorious rooster.

The very first morning the school made an attempt at being very noisy and disorderly, but Miss Burt's indignant rap on the desk at the tumult arose, and her stern "Silence!" quieted the less determined spirits. Not so, Jerry; he talked, and threw spit balls, and left his seat; but at those moments Miss Burt seemed to be deeply absorbed in her writing. When his turn to read came, he stood with mouth tightly closed, and stared insolently at Miss Burt. She waited for a moment, looking at him with a strange expression; and all the scholars held their breath, for they thought a conflict was at hand, but Miss Burt only said "Next," in a quiet, steady tone, and Jerry looked crestfallen.

That afternoon Jerry continued in the error of his ways. He grew bolder as he saw that he was not called to account, and whispered to his friends that he told them the teacher wouldn't dare to touch him. And he looked around upon his less daring schoolmates with an air of lofty contempt. At last his class again stood up to read, and his turn came.

"You may read, Jerry," said Miss Burt. But Jerry answered never a word.

"You may read, I say," repeated the teacher.

"And I say I won't," retorted Jerry.

"Jerry," said Miss Burt, in a quiet, determined tone, "I will give you three minutes in which to decide whether you will read or be punished." And she glanced toward the clock.

For two minutes there was a most profound silence, save the warning tick, tick, tick of the clock. "You have just one minute, Jerry," said Miss Burt. Not a sound from Jerry. "Very well," said the teacher, at length; "the three minutes are up. The rest of the class may take their seats, and Jerry may come here."

The class stole silently to their desks, casting timid glances at the teacher's stern face. When Miss Burt saw that this command was likewise disobeyed, she coolly arose, took down the rattan from its nail, and approached the refractory pupil. Jerry had been watching the proceedings with flashing eyes, and as the teacher drew near, he sprang upon her like a young tiger and attempted to wrest the rattan from her. Evidently the young rebel thought it would be an easy victory, for the teacher was slender, and he was large for a boy of twelve. But quick as a flash the teacher caught and held him by the wrists, as if he had been a child of five. Jerry struggled and kicked, and at last succeeded in wrenching away one hand, with which, in his fury he tried to strike the teacher in the face. The next moment Jerry was stretched on the floor, with his wrists again tightly held, and with the teacher's knee on his breast. At this crisis his sister Hannah sprang from her seat, and rushed through the long entry shrieking out, "I'm going to tell my mother that you're killing Jerry." And down the street she rushed, bare-headed, her red hair streaming in the breeze. After her departure the windows were closed and fastened and the door locked, at the teacher's request; she still keeping her position over the stubborn boy.

"I will let you up when you say you are sorry for what you have done," said Miss Burt.

"I'll die first," cried the angry boy, struggling to free himself, but he was held in an iron grip.

Jerry had been quiet for some time; the scholars hardly dared to breathe, wondering how this strange battle would end. The awful silence was at last broken by the sound of Hannah's flying footsteps returning along the entry, and her vigorous pounding at the door. At the same moment a man's voice was heard outside the window.

"Jirry, coom out here!" it called.

"I can't; she won't let me," returned our fallen hero.

Then a woman's voice was heard: "Jirry, coom out here! Can't ye master the tacher?"

"I can't, I tell yer; she's got her knee on me breast."

Then there was a murmur of voices outside, and heavy steps along the entry, followed by a vigorous shaking of the door, and an attempt to batter it down. Fortunately, it was unusually strong, and resisted the attack. Then the windows were tried, with no better success. At last the discomfited trio gave up the attempt, and departed. When Jerry saw that there was no hope from his family, and that the teacher gave no signs of relenting, but, if possible, looked sterner than ever, his spirits began to fall and his courage to ooze out. This state of mind was made evident by a sudden and unexpected burst of tears on his part.

"Are you sorry, now?" inquired the teacher, without stirring.

"Ye-ye-yes'm," sobbed Jerry.

"Very well, then; you may take your seat," said she, arising.

Jerry picked himself up, and with his face hidden on one arm, groped his way to his desk. Then he laid his head down, and, forgetful of his companions, before whom he wished to appear so brave, he sobbed as if his heart would break. At this moment the clock struck four.

"The school may be dismissed," said the teacher quietly. All arose but Jerry. Opening the door, Miss Burt stood beside it till the last scholar had tiptoed past her. Then the key was again turned in the lock, and she was left alone with Jerry. What she said to him we never knew. But after that day Jerry was one of the best boys in school and a devoted admirer of Miss Burt.—*Golden Rule*.

Who Was Memnon?

Memnon was one of the heroes of the Trojan war. He was slain by Achilles. A colossal statue was erected in the neighborhood of Thebes. This famous statue, the vocal Memnon, as it is called, is the northernmost of two colossal sitting figures in the approach to a temple now in ruins, in the quarter of Western Thebes called Memnonia by the Greeks. The height of each of these statues is 47 feet, and they stand on pedestals 12 feet high. On the lower part of the vocal Memnon are seventy-two inscriptions from private and official circles testifying that they have heard its voice at sunrise. The sound is said to have resembled the twanging of a harp-string or the striking of brass, and it occurred at sunrise or soon after. In the top of the statue is a stone which, on being struck, emits a metallic sound that still might be made use of to deceive a visitor; and from its position, and the fact that there is a squared place cut in the block behind, as if to admit a person, who might thus be concealed from the most careful observer in the plain below, it is supposed to have been so used.

That it was a deception there can be little doubt; the fact of the Emperor Hadrian hearing it thrice, looks very suspicious; a natural phenomenon would not have been so complimentary to the Emperor, when it sounded only once to ordinary mortals. Others, however, claim that it was impossible so clumsy an imposture should have passed without detection for centuries, while the statue was constantly exposed to the inspection of intelligent Romans, who, as foreigners and conquerors in Egypt, would not hesitate to detect and expose the tricks of the native priesthood.

It is said that similar sounds have been produced from stones from the influence of the sun's rays; and several of the scientific men attached to Bonaparte's army in Egypt have stated frequently that they heard such a sound, always shortly after sunrise, apparently issuing from one of the roof-stones of the Temple of Karnak. Mr. Lowe states that in a neighboring temple he heard repeatedly a sound like that of a harp-string from some stones above him. This occurred at noon, and he supposes that at this time the stones become exposed to the sun, and the sudden expansion from its warmth produced the sound.

Improve the Vocation.

The first duty of the teacher when vacation arrives, is to *rest*; it is the second, and even the third duty. But the question will arise, cannot one rest and also fit himself for a fresh contact with his scholars. A classic tale represents the hero gaining strength whenever he touched the earth; the teacher will renew his strength as a teacher in the same way. Instead of lounging on the piazza by a sea-shore, let him dig in the sand and study the habits of the hermit crabs—the clams, the oyster. Not from books should he study, but from stones, trees, flowers.

"Books in the running brooks."

We have a solidly founded conviction that the genuine teacher is as hard a student as any of his own pupils. And we further believe that he will teach interestingly. We shall counsel all to see as much as possible. Why is it that some will come back with much to tell their pupils and others with nothing? One will say "I went to the sea-shore and staid two weeks and then came back; it was very hot." While another will have a thousand incidents to relate. There is an interesting story in some reading books called "Eyes and no Eyes." It will be well to read that tale before you begin the vacation. As to books, we would counsel leaving them at home; go to rest, but your resting may be made very profitable if you choose.

TEACHING BOYS TO WRITE.—We believe that the whole of this method is a mistake, that there is no single system of *mécanique* for writing, and that a child belonging to the educated classes would be taught much better and more easily if, after being once enabled to make and recognize written letters, it were left alone, and praised or chidden, not for its method, but for the result. Let the boy hold his pen as he likes, and make his strokes as he likes, and write at the pace he likes—hurry, of course, being discouraged—but insist strenuously and persistently that his copy shall be legible, shall be clean, and shall approach the good copy set before him, namely, a well written letter, not a rubbishy text on a single line, written as nobody but a writing master ever did or will write till the world's end. He will make a muddle at first, but he will soon make a passable imitation of his copy, and ultimately develop a characteristic and strong hand, which may be bad or good, but will not be either meaningless, undecided or illegible. This hand will alter, of course, very greatly as he grows older. It may alter at eleven, because it is at that age that the range of the eyes is fixed and short sight betrays itself; and it will alter at seventeen, because then the system of taking notes at lecture, which ruins most hands, will have cramped and temporarily spoiled the writing; but the character will form itself again, and will never be deficient in clearness or decision. The idea that it is to be clear will have stamped itself, and confidence will not have been destroyed by worrying little rules about attitude, and angle, and slope, which the very irritation of the pupils ought to convince the teachers are, from some personal peculiarity, inapplicable. The lad will write, as he does anything else that he cares to do, as well as he can, and with a certain efficiency and speed. Almost every letter he gets will give him some assistance, and the master's remonstrance on his illegibility will be attended to, like any other caution given in the curriculum. As it is, he simply thinks that he does not write well, instead of thinking that not to write well is to fall short in a very useful accomplishment, and to be *pro tanto* a failure.—*Spectator*.

NOVEL READING.—It is ascertained that in New York city, during the last year, the whole number of volumes issued to readers from the Mercantile Library, was 177,936. Of these, 108,864 volumes were novels! Now, when it is remembered that probably far the largest proportion of these readers are comparatively young persons, may it not be feared that by this kind of reading, correspondingly light and fictitious, or unreal and false ideas of life and of human responsibility, of virtue and of truth, of religion and all noble principles, are early given? and that the legitimate fruits are seen in the easy morality, the fraudulent business courses, and the flagrant crimes that are alarmingly multiplying every year? All this, too, is more and more seen in what have been deemed the cultured classes. May not the starting steps for these fearful things be often found in the reading which the young man or woman has? If so, what a call there is to beware.

FOR THE HOME.

Robinson Crusoe's Island.

I suppose that for most boys who have read the "Life and Adventures of Robinson Crusoe," the very name of the island of Juan Fernandez has a peculiar charm. The Juan Fernandez, which awakens our interest is not the old Spanish navigator, but an island in the South Pacific Ocean, 10,000 miles from Great Britain, and about 400 miles to the west of Valparaiso, the chief seaport of Chili, on the west coast of South America. The island is about eighteen miles long by six broad, is somewhat mountainous, and its shores abrupt. One mountain, which, owing to its shape, is called El Yunque, or the anvil, rises to a height of more than 3,000 feet. The island is of volcanic origin, and hence many of the mountains and hills are precipitous and fantastic; its valleys, however, are some of them very fertile, well-wooded, and abound in springs, and its shores are indented with bays, of which three or four form excellent harbors for ships.

Here, nearly two centuries ago, a solitary Scotch seaman, named Alexander Selkirk, or Selcraig, was left, and spent more than four years of his life. The tale of his sojourn, when he related it after his return home, is said to have suggested to Daniel Defoe the idea which has worked out in the "Life and Adventures of Robinson Crusoe."

Some persons, however, think that some West India island would better accord with Defoe's narrative, as there are no "savages" on Juan Fernandez, and perhaps never were; no wolves nor bears, and no tropical vegetation. This, however, is of little importance; the interest of readers required these things, and the artist put them in, on the same principle, as I have been told, that English travelers, before the invention of photography, used to put palm-trees into all views of the Holy Land, though there were not half a dozen places where these things were to be found. Besides, Defoe was writing fiction, not fact, and only professed to keep within the bounds of probability.

The sojourn of poor Selkirk on the island was much less exciting than Defoe represents it; for instead of his man Friday to help him to shoot the bears, wolves, and savages, there were, as we have said, no bears or wolves to shoot, and no one to keep him company, save only the wild goats, rats and sea birds, which inhabited the place. His firelock and his Bible were his only comforts. The island, which then belonged to Spain, and now to Chili, is said to be useful as a place of call for vessels proceeding from the Atlantic by way of Cape Horn to Peru or California, or from Valparaiso to Sidney or Melbourne. But a century and a half ago there was no trade to San Francisco, for it was not then built; California gold had not then been discovered, Peruvian guano was unknown to commerce, and British emigrants had not begun to seek fresh fields and pastures new in Australia and New Zealand, and no Christian missionary had begun to civilize the savage cannibals, then inhabiting the various groups of South Sea Islands. Long, therefore, had Selkirk to wait for the call of an English ship, though Spanish he saw several pass, and two anchored near the shore.

Attempts have been made at different times to colonize this island, but they have either failed or been given up. Several times it has, like the Chilean and Peruvian coasts, suffered severely from earthquakes; and a tidal wave followed one of these about the middle of last century and destroyed thirty-five lives. Another earthquake occurred in 1835, and several others since.

Some years ago after American adventurers hired the place, and tried to colonize the island with some Tahitians, but failed, and gave up the project. The cheapness and abundance of land in Chili, and the few ships that call, probably render the cultivation of the island a profitless speculation.

On an elevated spot, known as Selkirk's Lookout, there is a cast-iron tablet (made by Messrs. Child & Son, of Valparaiso), about a yard square, fastened to the rock, on which in raised letters is the following inscription:

In memory of
ALEXANDER SELKIRK,
Mariner,
A native of Largo, in the County
of Fife, Scotland,
Who lived on this island
In complete solitude
For four years and four months.

He was landed from the Cinque Ports Galley of 96 tons, 16 guns, A.D. 1704, and was taken off in the Duke privateer, February 12th, 1709.

He died a Lieutenant of H.M.S. Weymouth, A.D. 1723, aged 47 years.

This tablet is erected near Selkirk's look-out, by Commodore Powell and the officers of H.M.S. Topaze, A.D. 1868.

Most readers of English poetry, and even of our best school-books, are familiar with the interesting but pensive verses of

the poet Cowper, as he says, "supposed to be written by Alexander Selkirk during his solitary abode in the island of Juan Fernandez." The little satisfaction his kingdom gave him was perhaps equal to that experienced by many a despot, if only half the tales we have heard and read be true.

"I am monarch of all I survey,
My right there is none to dispute,
From the centre all round to the sea,
I am lord of the fowl and the brute.
O solitude! where are the charms
That sages have seen in thy face?
Better dwell in the midst of alarms
Than reign in this horrible place."

Then, after making him lament the absence of "humanity, friendship, and love," he depicts him as turning, like the mutineers of the Bounty on the island of Pitcairn, to religion, and saying, with no less truth than beauty,

"Religion! what treasure untold!
Beside in that heavenly world!
More precious than silver and gold,
Or all that the world can afford.
But the sound of the church-going bell
These valleys and rocks never heard,
Never sighed at the sound of a knell,
Or smiled when a sabbath appeared."

So far as the "sound of the church-going bell" is concerned the verse is as true now as it was two centuries ago, for one solitary farmer, with perhaps at times a dozen men and boys, who go over from Valparaiso to assist him in looking after his sheep and goats, and cultivating a little land, are all the population of the island; and they probably feel about as lonely when there as Robinson Crusoe and his black man Friday in Defoe's entertaining book. Few are the ships that call, and rare the visitors, there being but very little trade, and the farmer must forgo many comforts for the little money that he makes from his cheap possession. The naturalist may visit the place with interest, but the entire ideas connected with such a place as a human residence are pensive and lonely, and fitly summed up by Cowper in his last verse, which depicts the evening scene:

"But the sea-fowl is gone to her nest,
The boat is laid down in his lair;
Even here is a season of rest,
And I to my cabin repair.
There is mercy in every place,
And mercy, encouraging thought!
Gives every affliction a grace,
And reconciles man to his lot."

Selkirk died at the age of forty-seven years, but Defoe makes his hero, Robinson Crusoe, like Eneas of old, who was much tossed by land and sea, to undergo numberless hardships, both by sea and land; even long after he is married, and sixty-one years of age. And when at length he returns to London after ten years and nine months absence, we all sympathize with the old man of seventy-two as he says:

"And here, resolving to harass myself no more, I am preparing for a longer voyage than all these, having lived a life of infinite variety, and learnt sufficiently the value of retirement and the blessing of ending our days in peace."

French Tapestry.

The Gobelin tapestry naturally attracts a great deal of attention; for ever since the decline and fall of the great Flemish manufactories those of France have occupied the first position. Tapestry was introduced into France in consequence of the introduction of Italian architecture. The one was a necessary adjunct to the other.

About 1543 Francis I established a royal manufacture of tapestry at Fontainebleau, and a second was shortly afterward created in Paris at the Hospital of the Trinity. In 1549 Henry IV. introduced Italian workmen, and placed them in the Faubourg St. Antoine, whence they removed to the Louvre nine years later. In 1601 Flemish workmen were engaged, and were obliged to keep eighty looms going; and subsequently the manufactory was removed to the Gobelins, while an extra atelier, with Italian workmen, was opened in the gardens of the Tuilleries for the fabrication of high-wrap tapestry for the King. In 1662 the great Minister Colbert centralized the tapestry works and purchased the Hotel of the Gobelins. The painter Lebrun was placed at the head of the establishment, which, under him, and in the space of twenty-seven years, manufactured 4,110 square aunes of high wrap and 4,300 square aunes of low wrap. It is calculated that this tapestry, in money value of to-day, cost the State \$2,000,000. About 250 workmen were employed, and were paid by the piece. A square aune of high wrap would bring 450 livres, or \$540, and the low wrap not quite so much, and this represented the labor of a year.

To-day the Gobelins manufactory receive in and pay out a little over \$64,000 a year. The administration costs \$5,000; the workmen's salaries, \$19,000; the dyers, \$32,000; the school of design, \$2,000; raw materials and models, \$6,400. The manufactory now only employs fifty-three workmen, twenty-two of whom are engaged in making "La Savonnerie" carpets. The tapestry workers are very indifferently paid. Thus, ten workmen only receive \$400 per annum; and this

after twenty years' service. Others receive only half the sum, after a long apprenticeship. But it appears there is no difficulty about recruiting for the Gobelins, on account of the prestige which is attached to the place, because the tapissiers are lodged, because each man has a little garden in the grounds surrounding the hotel, and because when old age comes on a pension of from \$200 to \$250 a year is granted.

The Gobelins, too, is a kind of family concern. The tapissiers are tapissiers from father to son. M. Duruy, who was Minister of Public Instruction under the empire—and a good and liberal-minded minister, too—belonged to the family in question. His father was one of the head workmen at the Gobelins; he himself was an apprentice, and two of his cousins and several other relatives are to-day in the establishment. One of them, M. Camille Duruy, wove "Le Glacier," copied from a picture by Mazerolle, which is in the Exhibition. The cost of production of the large compositions of Lebrun called "Terre" and "Eau" which are twenty-five square metres, amounts to \$23,000. As a specimen of "la Savonnerie" work two carpets are exhibited, the price of which is enough to astonish one even after tapestry. One carpet destined to cover the apartment at Fontainebleau, which was inhabited by Pius VII. during his captivity, cost \$60,000.

Tunnels.

In Feb. the task of piercing the Alps by the St. Gotthard tunnel was completed; that is, the borings from the opposite sides were connected, though considerable work remains to be done before the rails can be laid. It is expected, however, that trains will be running through the mountain before the end of present year. When the Mont Cenis tunnel was finished on Christmas Day, 1870, after thirteen and a half years of labor, the whole world rang with eulogiums of the exploit; but now the completion of a grander achievement of the kind excites comparatively little attention. The Mont Cenis tunnel was a trifle less than eight miles long, and was bored in about thirteen and a half years, at a cost of \$15,000,000. The St. Gotthard is about nine and a quarter miles long, and has been accomplished in seven and a half years for \$9,700,000; that is, the work, though more than one-seventh greater, has been done in little more than half the time and less than two-thirds the expense of the earlier enterprise. The Hoosic tunnel, of about the same length, required eleven years of labor and cost \$13,000,000. The St. Gotthard tunnel is a new and easy road between Italy and the Mediterranean, on the one hand, and Germany, Switzerland, and all Central, Northern, and Western Europe, on the other. According to the original agreement, Italy was to contribute \$9,000,000 to the expense of the line, and Germany and Switzerland \$4,000,000 each.

LITTLE four-year-old Gussie has a papa with a fine beard and moustache. The other day he had his moustache taken off, and when he came home in the evening she met him as usual; but, as soon as she saw his altered looks, she ran crying to her mother, and with real grief, exclaimed: "Oh! dear, what shall I do? I don't know my papa."

HORSFORD'S ACID PHOSPHATE makes a delicious drink with water and sugar only, and is superior to lime juice or lemons for making "lemonade" or alcoholic drinks.

DON'T WRITE THERE.—"Don't write there," said a father to his son, who was writing with a diamond on the window.

"Why not?"

"Because you can't rub it out."

Did it ever occur to you, that you are daily writing what you can't rub out? You made a rude speech to your mother the other day. It wrote itself upon her loving heart and gave her much pain. It is there now, and hurts her when she thinks of it. You whispered a wicked thought one day, in the ear of your playmate. It wrote itself on his mind and led him to do wicked act. It is there now. You can't rub it out. All your thoughts, all your words, all your acts, are written in the book of memory. Be careful. The record is lasting. You can't rub it out.

A Few Words.

We send out every week some extra copies of the JOURNAL, to those who are not subscribers. We beg to say a few words to them. (1) Your capital is not so much knowledge as ideas. You need the best thoughts of those who are in the same line of work as yourself; you ought to have them. Your pupils would feel the effect of them. (2) A man might get along ten years ago without an educational journal; but he could not be much of a teacher. (3) Summon up courage to try the JOURNAL. You will not regret it.

THE NEW YORK SCHOOL JOURNAL is a regular and welcome visitor. Its educational basis is good, its general make-up fine. It merits the attention of school men.—Central Star.

BOOK DEPARTMENT.

NEW BOOKS.

TREATISE ON ENGLISH PUNCTUATION. By John Wilson Potter, Ainsworth & Co. Publishers, New York and Chicago.

This is the best work on the Art of Punctuation that has been brought to our notice. The work was first published in England, where it received the highest encomiums of the press, the warm approval of teachers, and the generous patronage of the public.

Subsequently it was published in America with modifications and extensive additions. These consist not in a change of fundamental principles, but in the mode in which those principles are stated, in the divisions of its subjects, in the augmentations of its exercises, and in the insertion of much entirely new matter. The value and importance of a work of this kind, as well as its necessity, are apparent in the frequent misapprehension of an author's meaning, caused by a want of due regard to punctuation.

The work is attractive to the eye. Its rules and definitions are accurate and perspicuous. It contains much information on the minutiae of literature with which every person ought to be acquainted, but of which many eminent authors seem to be lamentably ignorant.

In the introduction, the author discusses the importance of punctuation, and gives definition of terms. These are followed by clear and thorough instruction on the grammatical points, and the sentential marks used in composition.

The leading principles and rules are printed in large type that they may be readily seen, followed, in each case, by illustrations, under the head of examples, oral exercises, remarks, and a series of exercises to be written and punctuated. The appendix contains an article on the uses of capitals, on proof-reading, and an exhaustive list of abbreviations.

In style and arrangement the work is adapted to schools; but it is no less useful to all classes of persons. It ought to be in the hands of every teacher, every student, every editor, every compositor, every proof-reader, every author, and of every one who writes a social or business letter.

HARKNESS'S CICERO'S ORATIONS. New York: D. Appleton & Co.

Though neither a prophet nor the son of a prophet, we can form pretty correct judgment of the future, by a close study of the past and a careful observation of the present. The scholarly character of Prof Harkness's Latin works, and their constantly increasing popularity lead to the impression that Harkness is destined to stand first of American linguists, and his Latin works are destined to be preeminently the text-books of American schools.

His Cicero contains ten select orations, giving the student specimens of the forensic, senatorial and judicial eloquence of the golden age of Rome. The volume comprises a special dictionary, explanatory notes, analyses of arguments, references very full and complete to Harkness's Grammar, and life of Cicero. The notes are full and suggestive, and will interest the student in the study of the language, and lead him to a thorough and intelligent understanding of the eloquent thoughts of the Roman orator.

GOODWIN'S GREEK GRAMMAR. NEW EDITION. Boston, New York and Chicago: Ginn & Heath.

The New Edition is, in many respects, an improvement. It is more complete and symmetrical than the former edition, and shows, in every part, the insight and judg-

ment of a practical teacher. It is simple but not superficial; concise but not obscure; it is based on sound philological principles, but does not lead the student so far into the deep waters of philology as to discourage his attempt "at soundings;" it is philosophical in arrangement, and complete in details. Its typographical execution is unsurpassed.

NEW MUSIC.

The last number of *Hitchcock's Ten Cent Musical Monthly* contains fifteen pages of music, sheet music style: "Dear Hearth and Home," song, by J. R. Thomas, "Drum-Quickstep," duet, by C. Beverly, "Monastery Bells," by L. Wely; "Kiss Waltz," by Arditi; "What are the Wild Waves saying?" vocal duet by S. Glover; and "Kiss me when we meet," song by H. Milward.

In the June number of the *Musical Visitor* we find one of the last songs which Stephen C. Foster wrote, "Tis my father's song;" also two instrumental pieces, "Love and faith," and "Wide-awake march."

The *Musical World*, for June, is filled with gossip upon music in the different cities. There is a ballad and a song with chorus, by Geo. W. Persley, a waltz by C. Ludovic, and an "Admiral's polka" for violin and piano.

The *Musical Herald* for this month, besides the usual number of articles upon musical matters, contains an anthem arranged from Neukomm, "Father in heaven," and an "Impromptu," by G. Merkel. The large type in which these are printed is pleasant to the eye.

Gouillard's Monthly Journal of Music for June has quite a list of new music. "Razors in the air," negro song; "Shadows of the past," ballad by C. H. R. Marriott; "Never again," for mezzo-soprano, by W. Borders; "Playful rondo," by C. W. Greene, for beginners upon the piano; "The hour of rest," by one of the most pleasing of English song composers.

John Church & Co. of Cincinnati, are up to the times with a "Gen. James A. Garfield's march," by Adolph Pferdner, price forty cents. A pretty effect is made by the use of half-tones throughout the piece.

Oliver Ditson & Co.'s (Boston) latest publications are as follows: "In dell and dingle" song, words by Edw. Oxenford, music by

Jos. L. Rozekel, price thirty five cents; this is a song which will sound well from a chorus of girls; the words are free from sentiment. "Queen of my heart," French polka by Ph. Fahrbach, price thirty cents; a bright, half-easy piece of dance music. "When sorrow dies," by Ciro Pinsuti, price thirty-five cents; the words of this song, which does not run high, are by Edward Oxenford, and have the motto "All's well that ends well." "Bright as a button," polka by Chas. V. Clay, thirty-five cents; with quick runs. Mr. Clay gives his polka the brightness of some buttons. "Flower-bells" by Henry Scott, forty cents; this is written in one and two flats, and abounds with grace-notes; it ranks about No. 3 in the grade of difficulty. Songs for children: "Sunday morning," by Franz Abt, thirty cents; the melody and words of this are pleasing, but the air runs one note too high for a child's voice; this can be transposed with a little trouble, however, which "Sunday morning" deserves.

We have no doubt there will be a great demand for the June *Folio* when it is known that among its contents are two selections from Berlioz's "Damnation de Faust," namely, the "Hungarian march" and the exquisite "Dance of the sylphs," both easily arranged by Henry Strauss.

MAGAZINES.

The story by "Ouida" in the July *Lippincott's* will attract much attention; this writer is always powerful, in stories, especially so. The Spelling Reform question is brought up again, this time against the proposed changes in spelling. There are several descriptive articles, two illustrated. Helen Campbell's "Studies in the Slums" are proving strong in character.

Number nine of *Good Company* is unlike its predecessors; it is a summer number for reading on warm days, and has a large number of short stories by popular writers. The Editor's Table contains papers on feeding servants, the Bad Use of Good Examples, the Minister's Outing, etc.

In the July *Atlantic* we find the following table of contents: "The Saffron Fly," poem, by Rose Terry Cooke; "Incidents of the Capture of Richmond," by George F. Shepley; "Brown's Retreat," by Anna Eichberg; "Passing," poem, by Alice W. Brotherton; "Wintering on Etna," by S. P. Langley; "Unfulfilled," poem, by Frances L. Bushnell; "A French Comic Dramatist," by J. B. Matthews; "Confederation in Canada," by F. G. Mather; "Records of W. M. Hunt," No. IV; "King Lear," second article, by R. G. White. Also three articles of criticisms upon new books.

Teachers will find in the July *Popular Science* the following articles deserving their attention: "The Interior of the Earth," translation from the French; "Atmospheric Dust;" "Notes on a few of our Birds," by Harry Merrill; "The Fossil Man," by H. W. Haynes.

The June *Scholar's Companion* has a varied list of reading matter; biography is represented by "The Young Mozart," by "The Author of Robinson Crusoe," and a brief sketch of Audobon. There are short but interesting articles on tunnels, London tower, alligators at home, names of countries, taxes, Chinese school room, Crusoe's island, O. O. D., the nightingale, oxygen, the Light of Asia, composition day, French tapestry, etc. There are two recitations, and a pretty poem, by Marie S. Ladd, "Hope." The three departments are full of life; a glance at these will show the great interest which they have inspired in scholars.

PAMPHLETS.

Catalogue of Strasburger, Pfeiffer & Co., New York.—The Microcosm. Published by the secret fraternities of the college of the city New York.—Ginn & Heath's Catalogue of Text Books: Boston.—The King's Servants, by Heeba Stretton. Price ten cents. No. 19 of the *Sunday Library*. New York: J. S. Ogilvie & Co., 29 Rose street. Requa's Practical Treatise on Penmanship. Philadelphia: Claxton, Remsen, & Haffel finger.—Union Web Hammock, Gloucester, Mass. Circular.

THOMAS HUGHES, the known the world over as the author of "Tom Brown at Rugby and Oxford," will visit the United States during the summer.

Scraping Carrots for Butter.

Farmers wives have for years been in the habit of scraping carrots to color their butter. This hard and disagreeable work is no longer necessary, for a more perfect color in every way, and one absolutely cheaper, is now prepared by the well known chemists, Wells, Richardson & Co., of Burlington, Vt., and called Perfected Butter Color. It adds to the keeping qualities of Butter, and gives a perfect June tint. It has been adopted by the leading dairymen everywhere.

J. ROTHSCHILD.

New York: 56 and 58 West 14th St.

Importer of Choice French MILLINERY GOODS.

We have opened 22 cases of novelties in the above goods embracing the latest correct styles as now worn in Paris. Among them 5 cases of

Paris Trimmed Bonnets & Round Hats of superior beauty of design and materials.

We respectfully announce that we have made an enormous reduction in the prices of all our rich goods imported previous to the above shipment.

Elegantly trimmed bonnets and round hats at \$5, \$6, \$7, \$8 and \$9; reduced from \$10, \$15 and \$18 respectively. Misses' and Children's elegantly trimmed hats at \$2.50 to \$5.00; reduced from \$5, \$7 and \$10.

Our assortment of untrimmed hats in Chip, Milan, Leghorn, Florence, Tuscan fancy braids in all fashionable colors, plain or in combinations, is

UNEQUALLED

in the city, and our prices beyond the reach of competition.

Elegant French chip hats at 59c.; reduced from \$2.50 and \$3.50.

English Dunstable at 75c., worth fully \$1.50. And the higher priced in like proportion.

Rough and fancy braid hats for Ladies, Misses and Children, at from 35c. upward

FRENCH FLOWERS.

ELEGANT MONTURES at 50c. and UPWARD.

Best assortment of Ribbons, Silks, Satin de Lyon, Satins and Fancy Fabrics, in every fashionable shade.

We pay special attention to Misses' and Boys' Hats.

Our assortment in this department is complete, prices being fully 25 per cent lower than are paid for similar goods elsewhere.

P. S.—Ladies in dealing with us are placed in direct communication with the markets of Paris and London, as we sell the same class of goods as are sold in those cities, and as we are, with our branches in Philadelphia, Boston and Brooklyn, acknowledged to be the most extensive establishment in the United States, devoted exclusively to the sale of fine millinery. We can and do sell at lower prices than are paid for inferior goods elsewhere.

J. ROTHSCHILD,
56 WEST 14th STREET.

The first thread that was ever spun from cotton was spun by Mrs. Slater in Providence. An immense business has grown up from the seed of her invention. The matter of making straw hats was started by a little girl in Dedham, Mass., and a widely extended business has grown from that. Another little girl in Weathersfield made an imitation of a Leghorn hat, which was sent to an exhibition in London, and out of that has great industry grown.

Haunted Me.

A Workingman says: "Debt, poverty and suffering haunted me for years, caused by a sick family and large bills for doctoring, which did no good. I was completely discouraged, until one year ago, by the advice of my pastor, I procured Hop Bitters and commenced their use, and in one month we were all well, and none of us have been sick a day since; and I want to say to all poor men, you can keep your families well a year with Hop Bitters for less than one doctor's visit will cost."—*Christian Advocate*.

BRAIN AND NERVE FOOD.

Composed of the nerve giving principle of the Ox Brain and Wheat Germ. Physicians have prescribed 193,000 packages, with good results in all forms of impaired vitality, nervous exhaustion, or weakened digestion. It is the best Preventive of consumption, and all diseases of debility. It gives quiet rest and sleep, both to infant and grown persons, by feeding the brain and nerves. For sale by Druggists or by mail, \$1.00.

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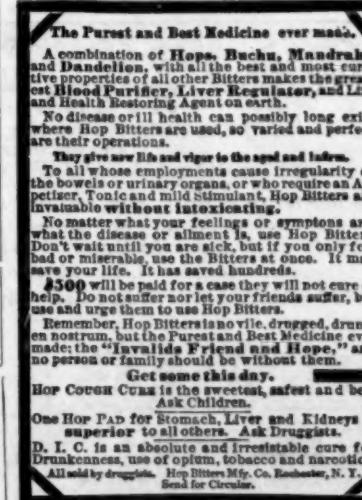
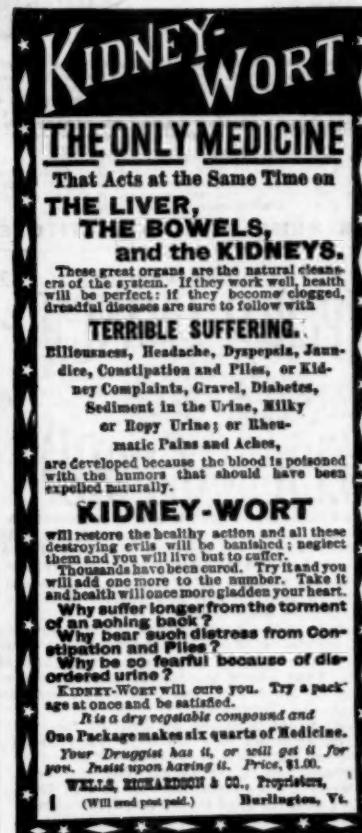


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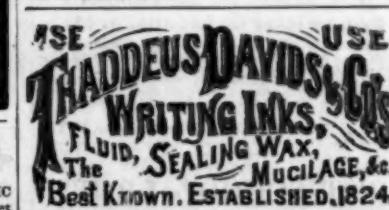
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